

THE
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF CANTON,
FOR THE YEAR ENDING FEBRUARY 28, 1886.

CANTON:
WILLIAM BENSE, PRINTER,
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REPORT.

The School Committee of Canton herewith submit their annual report :

The one event which dwarfed all others in its effects upon our schools, the past year, was the opening, in September last, of the Parochial School. The Committee were entirely in the dark, so far as being able to foresee the effect, and so, when the teachers were elected, it was only for the fall term, and at the same time they were notified that at the end of the fall term the corps of teachers would be reduced if the circumstances seemed then to call for it:—this, in fairness to the teachers. The Crane School was the only one that was seriously affected. In that school the attendance was reduced from 446 to 125; and as time passed, there being no evidence that any considerable number would return, the Committee, at the close of the fall term, proceeded to drop such teachers as could be spared, sending their pupils into the schools of those teachers retained. For the particulars of this re-organization we refer to the report of the Superintendent.

This reduction in the number of teachers had a direct bearing upon the question of the appropriations for the next year. At the March meeting of the Committee the whole subject of finances was carefully gone over by the whole Committee.

One thing to be considered is that by dropping the teachers who had been the shortest time in service we saved less money than we should have done if those teachers who, by length of service, had reached the maximum salaries, had been selected. Such a course would have been manifestly unfair and unjust, and was not to be thought of for a moment.

There remain the same number of school buildings to repair, and this item of expenditure will not vary materially from the usual annual outlay. There are not, however, the same number of rooms to be heated, and the item of fuel has been somewhat reduced. The estimates for the expenses of the coming year are as follows :

ESTIMATES FOR 1886.

For teachers' salaries, fuel, and care of school	
rooms,	\$10,564 00
Repairs, incidentals, and supervision, .	2,125 00
	<hr/>
	\$12,689 00
Estimating school fund and dog tax at .	550 00
	<hr/>
We have to be appropriated,	\$12,139 00
Text books and supplies,	500 00
	<hr/>
	\$12,639 00

That the town may compare these figures with those proposed one year ago, we append the estimates for 1885 :

For teachers' salaries, fuel, and care of school	
rooms,	\$12,195 00
Repairs, incidentals, and supervision, .	2,734 00
	<hr/>
	\$14,929 00
Estimating dog tax and school fund, . .	500 00
	<hr/>
	\$14,429 00
Text books and supplies,	900 00
	<hr/>
	\$15,329 00

This makes a saving to the town of the differ-							
ence between .	.	.	.	.	.	.	15,329 00
and .	.	.	.	.	.	.	12,639 00
							<hr/>
							\$2,690 00

There was a special appropriation made last year for rebuilding the horse-sheds at the High School house, of \$100. The Committee contracted for this work at \$75.

The graduating exercises of the High School took place at Memorial Hall, on June 26, and diplomas were awarded to the following graduates :

NAMES OF GRADUATES.

G. ALBERT BILLINGS,
 GEORGIE E. DOWNES,
 KINSLEY DUNBAR, *English Course*,
 CHARLES J. GALLIGAN,
 SARA K. SAVARY,
 HERBERT T. SEAVEY, *English Course*.
 PEARL A. WHITEMORE,
 JOHN A. WILLIAMS, *English Course*.

The graduating exercises of the Grammar Schools took place at Memorial Hall on June 25th, and diplomas were awarded to sixteen from the Crane and twenty-one from the Eliot School, entitling the holders thereof to admission to the High School.

GRADUATES OF THE GRAMMAR SCHOOLS.

CRANE SCHOOL.

Mary E. Cotter,	James H. Lloyd,
James T. Dennison,	Rose E. McArdle,
Ida A. Didot,	Mary J. McCabe,
Elizabeth R. Grimes,	Sarah J. McGovern,
Fred. W. M. Harrington,	Sarah McGuiggan,

John Halliden,	Mary A. Quinn,
Margaret A. Kennelly,	Edith T. Seavey,
Daniel Linnehan,	John Whelan.

ELIOT SCHOOL.

George A. Briggs,	Jeremiah Kailher,
Emma L. Byam,	Michael E. Mahoney,
John S. Crimmins,	Charles V. McCarty,
Mabel F. Crowell,	James D. McKenzie,
Harry F. Davenport,	Alice E. Meadows,
Mary S. Davenport,	Albert F. Morse,
Robert L. Draper,	William Murdock,
Amos H. Estey,	Cornelius Murphy,
Maria D. Fisher,	Hattie E. Oliver,
Dennis W. Grenham,	May S. Reed,
Bradford R. Wentworth.	

The remark made in last year's report that "there would seem to be no reason, in the condition of our schools, why there should be any sending of children to Boston to school," is singularly verified by the fact that of the *four* young men who entered the school of Technology from Canton, last fall, *two* were graduates of the Canton High School, and *two* of the Boston High School.

At the beginning of the year we were menaced with the loss of our excellent Superintendent. The town of Leominster actually elected him at a salary of \$1500, and a promise to increase it to \$1800 if he would accept. At this juncture Walpole came to the rescue with a proposition to use a portion of the Superintendent's time,—by acceding to which proposition we were enabled to retain the services of Mr. Bates.

The report of the Superintendent is hereto attached, and is commended to your careful consideration.

J. MASON EVERETT,
THOMAS LONERGAN,
CHAS. ENDICOTT,
JESSE FENNO,
F. R. BIRD,
WILLIAM A. PALMER,
L. E. WENTWORTH,
JAMES L. DRAPER,
SCHOOL COMMITTEE.

REPORT OF SUPERINTENDENT.

GENTLEMEN OF THE SCHOOL COMMITTEE :

THE year just closed has been characterized by steady work on the part of the teachers and a corresponding advancement in knowledge by pupils. There have been no serious cases of discipline, and the friction of running our school machinery has been reduced to a minimum.

The most important event of the year was the opening of the Parochial School, and the consequent withdrawal of a large number of pupils from the public schools. In order that you may have the fullest possible information as to the effect of the Parochial School upon the attendance, I have prepared two tables which are presented at the end of the report. The first table gives the attendance for the spring term only, and the second gives similar statistics for the fall and winter terms.

I also ask your attention to a brief history of each of the schools for the past year.

The High School.

The High School, under the direction of Mr. F. L. Owen, Jr. as principal, and Miss Eliza R. Noyes as assistant, has had about the same attendance as last year: The work done here will compare very favorably with that in the schools of the same grade in other towns. Two members of the last class entered the Institute of Technology, one entered Boston College, one the Boston Dental College, one joined the Training Class, and another is con-

tinuing her studies; all were found well prepared to pursue the work they have taken up. The exhibition of drawing by the pupils of the High School, shown in the School Committee Room, at the June graduation, gave abundant proof of the thoroughness of the work in the lower grades, and proved that the instruction given in the High School and the effort on the part of the pupils there, are such as to fitly perfect and crown our system of instruction in that branch. Through the efforts and the mechanical skill of the principal, considerable additions have been made to the philosophical apparatus. Another large cabinet has been placed in the schoolroom.

The work in the laboratory is popular with the pupils, because they can *do* something, for young people, especially enjoy those studies and pursuits where head and hand can work together. The course of instruction for the High School has been rearranged. While no new subjects have been added, nor have any old ones been omitted, it has been found that by changing the order of certain studies in the course, the interest of the pupils is more easily sustained, and the fourth class is not burdened by any subject that can be better comprehended later in the course.

As pupils from all parts of the town attend the High School, the intermission at noon could hardly be made long enough for a majority of them to take dinner at their homes.

When a considerable number of young people are left for an hour and a half or two hours, without restraint, in the school building, the time so spent hardly increases the sum of their knowledge, or their regard and care for the school-room, the building, and its surroundings. The school-room is a place for study, for orderly conduct, and for the exercise of politeness and refinement; it is a place of business, and that business should be conducted with dignity and decorum in the presence of the restraining influence of the teachers. As it appeared that it would be for the convenience of the majority, and for the good of all, to do away with the noon intermission, the plan of having one session of the High School has been adopted. The session lasts from nine o'clock until two.

The pupils go to the school to work; they attend to their school duties and nothing else while they are there, and then they have

the afternoon to themselves. A few families, who live quite near the school, are not so well accommodated as formerly, but they have kindly made no objection to this arrangement which appears to work the greatest good to the greatest number.

In the spring term the average number of pupils was 48.1; in the fall and winter terms 42.5.

The Eliot School.

No changes in the regular teachers of this school have occurred during the year. Mr. A. T. Smith is principal, and teaches the A Grammar class; Miss Ellen Clarke has the B Grammar; Miss Ida J. Capen is teacher of the C and D Grammar and A Primary classes, and Miss Eliza A. Sumner has the B, C and D Primary pupils.

In the spring term the attendance at the Primary room became so large that Miss Helen M. Tucker was employed as assistant during May and June. It is unfortunate that the principal of this school is in a building at some distance from that occupied by the lower grades. The influence of a kind, firm master, is a power all through his building. It assists the other teachers, it restrains the pupils. Children need such a power in their education to make them sturdy and honorable, and, above all, to so direct them that they shall seem to be, and, in fact, shall really be self controlled.

Some helps in teaching have been furnished to this school during the year. A full set of maps has been procured, and a set of encyclopædias has been placed in the master's room. The floor of the basement in the building at Canton Corner has been concreted and now makes an excellent play room for the children.

By referring to the tables of statistics you will see that during the spring term the average number belonging to the school was 116.4 and in the fall and winter terms it has been 103.9. The number of pupils assigned to each teacher is also given in the tables.

The Ponkapoag School.

This school has continued in the charge of Miss Mary O. Wentworth as principal and Miss Maggie J. Kailher as assistant.

Steady improvement in discipline, in the character of the teaching, and in the application of the pupils has been observed. The employment of an assistant makes it possible to really grade the school, and puts it on exactly the same basis as the schools at Canton Corner, the Revere School, and the Gridley. When it was considered a proper part of school work for little children to sit most of the time with arms folded either in front or behind, one teacher was enough for a mixed school of this size; but now that the doctrine that children shall be employed all the time, and that the kind of employment shall be frequently changed, has been accepted, and as the efforts of young children need constant supervision, one teacher is needed for this work alone.

This school now covers the regular work up to the B Grammar grade with commendable thoroughness. Several boys who live beyond the Ponkapoag School, and almost at the Milton line, having finished the work of the C Grammar class, joined the B Grammar class in the Eliot School, at the beginning of the fall term. With a fidelity that has amounted almost to heroism, they have been constant and punctual in their attendance, and in spite of storms and cold have shown what boys of pluck can do. In this connection I must refer to the case of that young girl, who, from the same neighborhood, has not let long distances stand in the way, but, last June, graduated first in her class at the Eliot School, and is now continuing her studies in the High School.

A large cistern was built in the summer vacation, and we now have an abundant supply of water on the premises, and are no longer dependent on the indulgence of the families in the neighborhood.

The average number belonging during the spring term, was 40.3. In the fall and winter the average number was 34.

The Crane School.

The Crane School has, of course, felt the effect of the opening of the Parochial School more than any other. In the spring term there were nine teachers in the Crane Building, and two in the Massapoag, making eleven in all. Mr. Charles H. Morse was principal, and taught the A Grammar grade; Miss Ellen E. Kelley had the B Grammar, Miss Lucie A. Hall the C Grammar,

Miss Annie S. Mackintosh the D Grammar, Miss Clara Hunt, with the assistance of Miss Ella M. Harrington, the A Primary, Miss Ella G. Richards the B Primary, Mrs. E. T. Capen the C Primary, Miss Mary A. Seavey the D Primary, and Miss Amy A. Downes, with the assistance of Miss May A. Sumner, the Massapoag. Miss Seavey and Miss Mackintosh resigned at the close of the spring term. They were both teachers who did their work with ability and zeal; their schools were always wide awake, and the instruction given was such as could be appreciated and understood by the children. Both were popular with their pupils; their resignations were accepted with regret, and good wishes followed them into their new walks in life.

In the fall term Miss Hall took the C and D Grammar classes, and so no new teacher was elected to take the position made vacant by Miss Mackintosh. Miss Downes took Miss Seavey's place; Miss Sumner was promoted to the position held by Miss Downes, and no assistant was employed for the A Primary. Thus during the fall term the school was conducted by eight teachers. The school at the Massapoag House was transferred to the Crane Building, and the proprietors of the Massapoag generously released us from our contract with them, on the first day of October.

Mr. Charles H. Morse resigned his position as Master of the Crane School, in September. From Canton, Mr. Morse went to Cambridge to accept a position as sub-master. He is a firm disciplinarian and a faithful teacher. Good reports of his work in Cambridge have already come to us.

Mr. Frank L. Keith is now master of the Crane School. He is a graduate of the Bridgewater State Normal School; has been master of the Observation School at Bridgewater, and of the Wollaston School at Quincy, in both of which positions his work gave satisfaction.

At the beginning of the winter term the Crane School was re-organized, and the number of teachers still farther reduced by dismissing Mrs. Capen, Miss Sumner, and Miss Hunt. Justice to these teachers demands that the statement be made that they were dismissed not because of dissatisfaction with their work, but because there was no longer anything for them to do.

The teachers now in the school are assigned as follows:

Mr. Keith, principal, teaches the A Grammar class; Miss Kelley has the B Grammar, Miss Hall the C and D Grammar, Miss Richards the A and B Primary, and Miss Downes the C and D Primary. We have thus reduced the number of teachers from eleven to five, and the number of school rooms used from nine to five. The regular work has been very little interrupted by the changes that have been made, and the school is now in good working condition. A full set of maps and a set of encyclopædias have been furnished, and other helps for teaching geography and history have been added.

The average number of pupils belonging in the spring term was 366.5, and the number in the fall and winter terms was 111.9. A reference to the tables of statistics will show the number in each class.

The York School.

Miss M. Lizzie Stanley has continued to teach this school. The number of pupils is so small that it is impossible to have more than three or four in the same class; nevertheless, the teacher works with cheerfulness and ability. Pupils from a neighboring town who entered the school were found less advanced than those who were in the York School, and very creditable results have been obtained from applying the same tests as are given in the graded schools. In the summer vacation the building was thoroughly and tastefully painted on the outside. In doing this work it appears that the painter must have been influenced more by a desire to add to his reputation, and to make the building a credit to the locality in which it stands, than by any wish to increase his private bank account, for the amount charged by him for two coats of paint, work and all, was just twenty-four dollars. Certainly the member of the Committee from York could not be accused of extravagance when he approved the bill.

In the spring term the average number was 12.1; in the fall and winter terms, 9.7.

The Sherman School.

Miss Winifred F. O'Brien has been the teacher another year. Three children from this school joined the B Class in the Eliot in the fall, and a few of the larger children of the district go to the

Parochial School, but the school numbers about the same as last year. Miss O'Brien's work covers that of all grades below the B Grammar, and she has really a mixed school.

In the summer vacation the walls and ceiling were whitened, and the school room is now one of the pleasantest in town. The average number belonging in the spring term was 27.1; in the fall and winter terms, 26.7.

The Revere School.

Miss Mary J. Lonergan teaches the C and D Grammar and the A Primary, and Miss Lydia Leonard is teacher of the B, C, and D Primary classes. Four pupils went from Miss Lonergan's room to the B Grammar Class in the Eliot School, and a considerable number of pupils from the district joined the Parochial School, so that the number now in the school is small. To ungrade this school, and place all its pupils in a single room, would impair its efficiency; the fact that some have gone does not argue that less should be done for those who stay. The blackboards in both rooms were placed in fine condition during the summer months by Mr. Farrell. The number of pupils in the spring term was 66.5; in the fall and winter terms there have been 34.5. Reference to the tables of statistics will show the numbers in each room.

The Gridley School.

Miss Mary Scollard has added another year to the number spent in charge of C and D Grammar and A Primary classes. Miss Helen G. Kinsley resigned as teacher of the Primary room early in the spring term. After a successful career as a teacher, she took with her into private life the love of her pupils, and the respect of all who had been in any way connected with her school work. Miss Ellen M. Cronon, a graduate of the Canton High School, and also of the Training Class, was appointed to succeed Miss Kinsley. The work of the school has prospered in her hands.

The blackboards in the Grammar room were thoroughly repaired in the summer vacation.

The average number of pupils in the spring term was 73.9; in the fall and winter terms, 56.7. The tables of statistics will show the number in each room.

Teachers.

It gives me great pleasure to again bear testimony to the zeal and ability of the Canton teachers. All are workers, and ready to welcome any help that is offered or any suggestions that are made. It is their aim to make each year's, each month's, each day's work better than was the last. They are not afraid to try Children who are daily in contact with such teachers catch their spirit, and show a similar enthusiasm. Miss Georgie E. Downes and Miss Mattie L. Pierce are training under the direction of the Superintendent, and have given satisfactory evidence of ability to teach.

Geography.

Dry has been the work and barren have been the results of too much of the time and effort spent in this study in the past; dull and valueless is too much of our work to-day. Go into any school you will, and ask the pupils which of their studies they like the best, and how many will give geography even a second place? "These things ought not so to be." No study may be more delightful than this, which describes the earth, the abode of man. Yes, this is the point; *man* should be the central figure, that around which all information centres. In frozen zone, in temperate region, and in tropic belt, our study should not be of locations of capes, of directions of rivers, of comparative distances, so much as of the living, thinking, toiling beings, who, in ways peculiar to those regions, influenced by climate, by custom, by the light or darkness that has come down to them from the past, have so much to interest and instruct. In the study of a state it is not enough to know its boundaries, the courses of its rivers, the location of its cities, its mountains, and its valleys. These learned from the map have nothing to interest, to excite the imagination, to bring in the personal element. The boundaries are red lines; the rivers, black marks; the cities, dots; the mountains, brown strokes, and the valleys spots of green. But with man and his industries the centre; with his lumbering, ice cutting, and farming; his life in the woods, in the workshop; on river, lake, or ocean, how all is changed! Down into the mines for coal, iron, copper, and salt, with the aid of pictures, the printed page, and

the glowing words of competent instruction, go the pupils, and they learn not where copper is obtained only, but how, by whom, and for what. In the centre of our town are two great industries, in one of which iron is worked, and in the other copper; and the kind of geography that will teach pupils the story of a bar of pig iron, a mass of copper, a package of raw silk, a bale of cotton, a piece of black lead, or a sack of wool, is the kind that makes them at home in the world. The people of the whole world are sending the peculiar products of their regions and their local industries into our very homes; and our study of the earth should no longer deal so much with dry maps and dull descriptions, and so little with the intensely interesting things that may be learned about man and his environment throughout all the earth. In his instructions to teachers I find the following directions given by Superintendent Daniels, of Malden:

“In teaching geography it should be constantly kept in mind that the earth is the abode of man, and that the configurations of the continents, the length of rivers, the height of mountains, and the direction of ocean currents, are of comparatively little importance except so far as they affect his interests. The teachers should point out the effect of location and climate upon the manners, customs, and temperament of the inhabitants of the different countries; should make frequent comparisons, and should illustrate each lesson, as far as practicable, with samples of the productions of the locality which is under consideration.

“The outline of a progressive map should be drawn upon the blackboard at the commencement of the study of each country, and something should be added to it under the supervision of the class at each recitation, until it is completed.”

Important additions to our means for studying geography have been furnished during the year. Mention has already been made of the encyclopædias and maps purchased for the Crane and Eliot schools. We have also placed “Johnston’s Chart of Elementary Geography” in all the A Primary classes. During the year, each C and D Grammar class will read “Aunt Martha’s Corner Cupboard,” which contains stories about a tea cup, tea, sugar, coffee, salt, currants, the needle, cotton, rice, and honey. Enough copies of Swinton’s Elementary Course in Geography have been bought to supply the C Grammar classes. On the title page appears this

quotation, from Huxley : " Geography is the peg upon which the greatest quantity of useful and entertaining scientific information may be suspended."

In this book the author has not been afraid to come close to his young readers. He frequently uses the words, I, you, we, and our ; and tells in a familiar style what men do and how they live. It is the unanimous testimony of our teachers that with this book as a guide, with the suggestions it offers and the inspiration it gives, the study is a delight.

The No-Recess Plan.

The change from the old custom of giving a recess of fifteen minutes in the middle of each school session, has enabled both teachers and pupils to do an equal amount of work in less time and with greater comfort. The time taken to prepare for recess, the recess itself, and the time required to recover from its effects, was not measured by the fifteen minutes nominally given to it. It always took considerable time to settle down to work again. In summer the children returned from the hard play of this intermission hot, tired, and unfit for work ; in winter and in stormy weather the recess was a season of discomfort to all. Numbers of pupils were daily dismissed at half-past eleven to carry dinners, so that, in many schools, the work of the last half hour was badly broken up. By far the greater portion of the cases of discipline in all the schools was the result of collisions between pupils during the recess. Favorable reports of the working of the no-recess plan in other places had been received. The committee decided to give the plan a trial for one month ; and at the end of that time each teacher was requested to make a written report giving all possible information about its success or failure in Canton.

The reports received were uniformly favorable. The discipline of the schools improved at once. Family convenience was consulted, as the children were at home promptly at dinner time, and were able to assist in household duties, to carry dinners, and go on errands. The longer intermission at noon gave all time for home work ; and the afternoon session began not after a season of hurry and rush, but after a reasonable rest.

After hearing and considering these reports, the Committee decided to continue the no-recess plan until further notice. Individ-

ual recesses are freely given ; and in the Primary grades there is a break of five minutes in the middle of each session. Careful attention is given to ventilation in all the rooms ; marching and calisthenics, conducted by the teachers, give the pupils frequent periods of rest and relaxation ; thus the pupils get all the benefits that can be claimed for a recess, and still remain under the control of the teacher. In fairness to all, it should be said that the additional half hour of the noon intermission makes a long wait between sessions for a few pupils who are obliged to remain at noon.

But, as the recess is the time for rough play, either in the building or about it, and as much of this play must be out of the teacher's sight, and therefore beyond his control ; and as, by the present plan, the whole time of the school session is passed in the presence of the teacher and under his direction, as the discipline of the schools has improved, as time is saved, as all have greater comfort in the school work, the change must be regarded a good one.

Classes or Individuals.

As the face of one child is never so like that of another as to cause those who really know the children to mistake one individual for another, so minds differ ; and it is as great folly to expect that a given amount of instruction will have an equal effect on the mind of each of a class of twenty children, as it would be to place a pail, a firkin, and a barrel, securely on the sand, at low tide, and then expect to find the same amount of water in each when the receding tide shall again have exposed them to view. Each will have received according to its capacity ; but some were made to hold more than others.

So in our teaching we must bear in mind that each individual pupil has his peculiar difficulties, and his own bright side also. Every pupil must be studied and understood,—each must feel a bond of personal sympathy between himself and his teacher. The individual in the class is the point ; the individual with all his own peculiar troubles and triumphs, helped by the kind watchfulness of a warm-hearted teacher, and growing, improving, and being strengthened by his attrition with those of his own age who are doing a similar work.

All systems of marking are, therefore, unsatisfactory, because

these measure only results ; ability and effort cannot be thus computed.

The smaller classes in many of our schools, this year, have made it possible to give a greater amount of attention to each individual, and if our schools do not show better work than ever before, we shall have no reasonable excuse.

Free Text Books.

The free text book law has now been in force a little more than a year. Through the constant supervision of the teachers and the care of the children, the books have been kept in good condition. All the supplies needed have been furnished, and the additions, already mentioned, to our means for teaching geography, have been made. But books will wear out, slates will be broken, new supplies of paper, copy books, and pencils, will be constantly needed. The High School is now fairly well supplied with the books necessary for carrying on the regular work. One more set of books must be placed in the D Grammar rooms, and then we shall be well supplied, and only enough will have to be bought each year, to take the place of those worn out and to add new matter to the supplementary reading list.

The door of the public school now stands wide open. No individual who sends his children there need be put to one cent of expense for anything connected with the instruction of his children. All enjoy the same privileges ; all have the same tools with which to work ; all are supplied from the same source. Last year the appropriation for text-books was \$900. I think \$500 will be required for this purpose the coming year.

Manual Training.

“There is no subject about which as much has been written and said, and so little has been done, as this.” The idea that the whole child is sent to school, is gradually gaining ground. That the head and the hand should be educated together is beginning to be understood.

But changes come slowly, and usually after the value of the plans proposed has been clearly shown by the devotion of enthu-

siasts assisted by the means furnished by private munificence. Something in the line of manual training has already been done here. Drawing has found a permanent place, and the work in penmanship in the Canton schools includes a long and patient training of the hand.

From the *New England Journal of Education* I quote the following, by Dr. Woodward, the director of the St. Louis Manual Training School :

"As soon as the managers of our public schools can arrange, in addition to a systematic instruction in drawing for systematic instruction in handiwork in paper, pasteboard, soft wood, clay, and needlework, the problem of manual training for the lower grammar grades will be solved. Were the teachers sufficiently well trained themselves to take charge of such work, the expense of all the manual training it would be wise to incorporate with the present course of study, for our first seven grades, would be so trifling that it would not stand in the way a moment. For the still higher grades, more formal and more expensive additions are necessary, and yet it will be found that whenever such additions are judiciously made, there will spring up a powerful and wide popular support of the higher work."

I believe that instruction in plain sewing should be given a place in the fourth, fifth, and sixth years of school. Even in the lower grades the work may be begun. I have never seen happier faces in a school-room than those of the little children in one of the Easton schools during their sewing lesson.

Instruction in sewing could be given at a very moderate expense. Wherever it has been introduced it has been a popular part of the school work. The home gives up the children to the school five days in the week ; cannot the school do more to make the children helpful while they are at home? The schools of cookery established in Boston are doing much to tie the school and the home together. Every girl who attends these schools is better prepared for the practical duties of life by the instruction there given.

It is hoped that plans will be perfected for the proposed branch school at Canton, and that the movement, which, if carried out, will be without expense either to the town or to the pupils attending the school, will receive the encouragement and confidence of the people.

Music.

Any method of instruction in this branch which results in only giving the pupils an ability to sing by rote—that is, to learn each new selection by merely copying the tones and expression given by the instructor, while the written music conveys little or no thought to the minds of the pupils, is as false to the principles of true teaching as would be a system of instruction in language that resulted in the pupils getting all information from the lips of the teacher and not a single thought from the printed page. Written music means something; and a sensible course of instruction will teach children in such a way that they will give expression to the melody represented by a new piece of music, exactly as they will give expression to the thought contained in a new piece of prose; they should look at it, see what it says, and then the tones should tell the story. Such instruction we now attempt to give. Music charts have been placed in the Primary schools, and the regular teacher gives fifteen minutes each day to instruction in singing by note. There are two classes of people who should need no argument to convince them that vocal music fairly claims a place in the public schools; they who *can* sing know the delight, the satisfaction, the inspiration that comes from song, and they should be desirous to have others feel these emotions; they who cannot sing know that something is lacking in their lives, that one side of their nature has not been developed, and they should wish that the children might have the inborn faculty of music cultivated.

Physiology and Hygiene.

The following act was passed by the last legislature:

“Physiology and hygiene, which, in both divisions of the subject, shall include special instruction as to the effects alcoholic drinks, stimulants, and narcotics have on the human system, shall be taught as a regular branch of study to all pupils in all schools supported wholly or in part by public money, except special schools maintained solely for instruction in particular branches, such as drawing, mechanics, art, and like studies. All acts and parts of acts relating to the qualifications of teachers in the public schools, shall apply to the branch of study prescribed in this act.”

There is some doubt as to how we should construe the expression "shall be taught as a regular branch of study to all pupils in all schools." One opinion says that if we give the study a place in our courses exactly as we do History, we shall comply with the law. Another opinion, and the one held by most of those who were instrumental in having the act passed, is that we must teach the subject in every class. We have furnished the pupils of the A Grammar classes a text-book on the subject, and in the lower grades have given the teachers a plan of lessons for oral instruction.

Conclusion.

In closing this, my second annual report, I wish, through the School Committee, to express to the people of Canton my hearty thanks for their willingness to help me in my work, and for the spirit of fairness that has always been shown toward me. To the School Committee, who have given me no stinted measure of aid and encouragement, I respectfully submit this report.

WILLIAM C. BATES,

Supt. of Schools.

Canton, March 8, 1886.

FINANCIAL REPORT.

TEACHERS' SALARIES.

HIGH SCHOOL.

Frederick L. Owen, Jr.....	\$12,00 00	
Eliza R. Noyes.....	550 00	
	————	\$1,750 00

ELIOT SCHOOL

Abram T. Smith.....	\$950 00	
Ellen Clarke.....	400 00	
Ida J. Capen.....	383 00	
Eliza A. Sumner.....	400 00	
Helen M. Tucker.....	40 00	
	————	\$2,178 00

PONKAPOAG SCHOOL.

Mary O. Wentworth.....	\$360 00	
Maggie J. Kailher.....	200 00	
	————	\$560 00

CRANE SCHOOL.

Charles H. Morse.....	\$427 50	
Frank L. Keith.....	522 50	
Ellen E. Kelley.....	360 00	
Lucie A. Hall.....	400 00	

Annie S. Mackintosh.....	144 00	
Ella G. Richards.....	400 00	
Clara Hunt.....	250 00	
Emily T. Capen.....	272 00	
Mary A. Seavey.....	160 00	
Amy A. Downes.....	360 00	
May A Sumner.....	208 00	
Ella M. Harrington.....	86 00	
	<hr/>	\$3,590 00

YORK SCHOOL

M. Lizzie Stanley.....	\$360 00
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SHERMAN SCHOOL.

Winifred F. O'Brien.....	\$400 00
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REVERE SCHOOL.

Mary J. Lonergan.....	\$400 00	
Lydia Leonard.....	360 00	
	<hr/>	\$760 00

GRIDLEY SCHOOL.

Mary Scollard	\$400 00	
Helen G. Kinsley.....	40 00	
Elen M. Cronon.....	288 00	
	<hr/>	728 00
		<hr/>
		\$10,326 00

SUPERVISION.

William C. Bates.....	\$1,200 00
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FUEL.

High School.....	\$75 92	
Eliot “	86 55	
Ponkapoag School.....	40 05	
Crane “	184 05	
York “	35 50	
Sherman “	45 65	
Revere “	56 45	
Gridley “	53 45	
	<hr/>	\$577 62

CARE OF ROOMS.

High School.....	\$140 00	
Eliot " 	110 00	
Ponkapoag School.....	16 00	
Crane " 	339 25	
York " 	0 00	
Sherman " 	6 75	
Revere " 	67 00	
Gridley " 	65 00	
	<hr/>	\$774 00

REPAIRS.

HIGH SCHOOL.

H. C. Witt, labor and stock.....	\$8 20	
William K. Hawes, repairing clock.....	1 50	
S. Bright, labor and stock.....	35 70	
Geo. Blackman, painting and setting glass.....	5 60	
Mrs. E. J. Blackman, cleaning.....	12 75	
Freeman J. Sawyer, repairing and cleaning vaults	20 00	
W. H. Allen, concrete.....	3 00	
D. M. Goodrich, repairing furnace and stove...	15 25	
	<hr/>	\$102 00

ELIOT SCHOOL.

William K. Hawes, repairing clock.....	75	
Peter Farrell, repairing blackboards.....	\$4 00	
Geo. H. Haskins, labor on cellar.....	7 88	
Alonzo Bright, gutters and valleys.....	35 00	
Mrs. Ahern, cleaning.....	4 50	
D. M. Goodrich, work on furnace.....	1 75	
S. Bright, labor and stock..	3 50	
	<hr/>	\$57 38

PONKAPOAG SCHOOL.

John Lynch, cleaning.....	5 00	
D. M. Goodrich, labor on store.....	7 00	
W. S. Shaw, repairs.....	3 85	
	<hr/>	\$15 85

CRANE SCHOOL.

H. C. Witt, labor and stock	\$15 32	
William K. Hawes, repairing clocks, etc.....	16 90	
Geo. W. Saunders, setting glass and cleaning....	60 67	
John O'Connell, cleaning and repairing out-build- ings	16 40	
William Billings, work on windows.....	8 55	
D. M. Goodrich, repairing stoves.....	71 96	
	<hr/>	\$189 80

YORK SCHOOL.

S. Bright, labor and stock.....	\$47 45	
Louis Fisher, painting and whitewashing.....	31 63	
D. M. Goodrich, repairing stove.....	3 77	
	<hr/>	\$82 85

SHERMAN SCHOOL.

H. C. Witt, repairing ventilators, etc.....	\$6 65	
Peter Farrell, work on blackboards.....	7 75	
D. M. Goodrich, repairing stove.....	2 12	
Mrs. T. Reardon, cleaning.....	4 50	
T. Reardon, work on cellar.....	1 50	
	<hr/>	\$22 52

REVERE SCHOOL.

S. Bright, labor and stock.....	\$22 11	
Peter Farrell, work on blackboards.....	20 29	
Mrs. M. Mahoney, cleaning.....	12 00	
D. M. Goodrich, repairing stoves.. ..	10 00	
W. K. Hawes, repairing clock, etc.....	1 50	
	<hr/>	\$65 90

GRIDLEY SCHOOL.

Geo. W. Saunders, setting glass.....	\$1 00	
Mrs. Peter Buckley, cleaning.....	5 05	
Mrs. Dennis Donahue, cleaning,.....	4 73	
James L. Smith, cleaning.....	6 50	
Peter Farrell, work on blackboards.....	28 57	
D. M. Goodrich, repairing stoves	10 00	
W. E. Pierc, labor and stock.....	4 25	
	<hr/>	\$60 10

INCIDENTALS.

HIGH SCHOOL.

L. B. White, tuning piano.....	\$2 00	
E. O. & H. Fuller, basin, broom, pail, etc.....	1 30	
William Bense, programmes, report-cards, diplomas, etc.....	15 52	
F. L. Owen, Jr. cash paid for laboratory sup'ls, etc.	10 14	
F. L. Owen, cash paid for philosophical cabinet	35 43	
R. M. Yale, awning.....	5 75	
Lord & Robinson, glass and putty.....	2 00	
T. Owen, laboratory supplies.....	4 98	
A. G. Whitcomb, stops and rubbers.....	4 96	
F. L. Owen, Jr., material for screens.....	8 87	
Karier & Co., frames	6 00	
		<hr/>
		\$96 95

ELIOT SCHOOL.

Waldo Brothers, 11 barrels Portland cement....	\$31 50	
William Bense, diplomas.....	5 25	
H. L. Cushman, cementing basement.....	20 25	
E. H. Esty, carting sand.....	4 50	
Ida J. Capen, cash paid for repairing piano....	3 00	
T. Clapp & Co., stove and fixtures.....	28 26	
		<hr/>
		\$92 76

PONKAPOAG SCHOOL.

J. S. Abbott, material and labor on cistern.....	\$93 00	
Joseph Breck & Sons, pump and pipe.....	3 55	
John Lawrence, brick,.....	14 00	
Waldo Brothers, covering stone.....	5 50	
H. L. Cushman, labor on cistern.....	30 63	
A. Bright, making gutters.....	43 31	
Byam Bros., cement and drain pipe.....	22 75	
		<hr/>
		\$212 74

CRANE SCHOOL.

Lord & Robinson, picture cord, etc.....	\$ 65	
E. O. & H. Fuller, two tables, three dusters, basket, etc.....	9 41	
William Bense, diplomas.....	4 00	

Mrs. McDonald, washing towels.....	10 00	
H. A. Martin, truant officer.....	7 00	
Mrs. Whalan, washing towels.....	1 25	
	<hr/>	\$32 31

SHERMAN SCHOOL.

Freeman J. Sawyer, grading.....	\$2 25	
J. T. Geissler, hod.....	50	
	<hr/>	\$2 75

REVERE SCHOOL.

E. O. & H. Fuller, floor brushes, pails, etc....		\$3 70
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GRIDLEY SCHOOL.

E. O. & H. Fuller, brooms, door knob, etc....	78	
H. C. Witt, moulding board.....	\$8 60	
J. T. Geissler, coal hods.....	1 20	
	<hr/>	\$10 58
		\$45 ¹ 79

MISCELLANEOUS.

Geo. S. Perry, mats, dusters, etc.....	\$25 40
Smith & Whittier, towel rollers.....	3 00
Shepard, Norwell & Co., Crash.....	12 50
H. C. Witt, book case.....	15 58
Geo. F. H. Horton, work on book case.....	1 34
Thomas Lonergan, services as secretary.....	25 00
Canton Journal, advertising and printing.....	11 00
Cyclostyle Co., cyclostyle and supplies.....	19 00
Geo. Frost, pencil sharpeners and files.....	11 00
Geo. Burt, census of school children.....	25 00
A. Storrs, Bement & Co., card board.....	14 00
Ladies Relief Society, making towels.....	1 00
Lord & Robinson, paint, twine, etc.....	3 36
Whittemore, Couch & Co., blackboard material..	36 00
William D. Thurston, services.....	3 00
William C. Bates, freight, etc.....	1 56
Barker & Pitcher, ribbon for diplomas.....	3 28
S. F. Davis, ribbon for diplomas.....	1 13
Estate Oliver Ames, rent of Massapoag 20 months	296 00
William Bense, printing.....	12 00

Byam Bros., express and carting.....	30 21	
T. Owen, Mucilage and thermometer.....	95	
S. H. Capen, supplies,.....	32	
John Hall, labor.....	50	
Geo. T. Hunt, hardware and Brush.....	1 84	
		<hr/> \$553 97

FREE TEXT-BOOKS AND SCHOOL SUPPLIES.

L. Prang & Co., supplies.....	\$ 44 98	
Geo. S. Perry, ".....	152 12	
Knight, Adams & Co., supplies.....	44 43	
H. H. Carter & Karrick, ".....	60 52	
Hooper, Lewis & Co. ".....	39 45	
Ginn, Heath & Co., text-books.....	15 46	
F. M. Ambrose, ".....	35 00	
D. Appleton, ".....	15 42	
W. Small, ".....	13 20	
Wadsworth, Howland & Co, supplies.....	18 70	
C. W. Clark, supplies.....	17 28	
Wm. Ware & Co., text-books and charts.....	80 89	
Ticknor & Co., " ".....	1 53	
A. H. Andrews & Co., supplies.....	1 60	
Clark & Maynard, text-books.....	2 10	
Harrison Hume, ".....	46 92	
O. Ditson, text-books.....	1 74	
Higgins, Snow & Co., supplies.....	24 88	
A. Storrs, Bement & Co., ".....	1 80	
Boston School Supply Co., ".....	1 46	
Eliza R. Noyes, ".....	11 26	
Canton Journal, ".....	4 25	
Harris, Rogers & Co., Maps.....	52 00	
Ginn & Co., text-books.....	27 13	
Carl Schoenhof, ".....	44 75	
S. R. Winchell, supplies.....	10 00	
J. L. Hammet, ".....	1 00	
Thompson, Brown & Co., text-books.....	10 67	
Warren P. Adams, ".....	24 61	
Leach, Sewell & Sanborn, ".....	12 50	
Lea & Shepard, ".....	27 80	
Chas. H. Whiting, ".....	12 50	
Porter & Coates, ".....	11 25	
		<hr/> \$869 20

TOWN OF CANTON IN ACCOUNT WITH PUBLIC SCHOOLS.

Dr.		Cr.		
Appropriation -	\$14,429 00	Salaries, -	-	\$10,326 00
Dog Tax, -	500 91	Supervision, -	-	1,200 00
School Fund, -	51 61	Fuel, -	-	577 62
		Care, -	-	774 00
		Repairs, -	-	596 40
		Incidentals, -	-	451 79
		Miscellaneous, -	-	553 97
		Undrawn, -	-	501 74
				<hr/>
				\$14,981 52

TEXT-BOOKS AND SCHOOL SUPPLIES.

	DR.		CR.		
Appropriation,	- - -	\$900 00	Books and Supplies,	- - -	\$869 20
			Undrawn,	- - -	30 80
					<hr/>
					\$900 00
					<hr/>

Report of Attendance from March 1, to June 26, 1885.

SCHOOLS.	TEACHERS.	1. Whole No. of Diff. Pupils.	Average No. Belonging.	Average Daily Attendance.	Per cent. Daily Attend'nce.	No. of Tardinesses <i>pro rata</i> of Average Attendance.	Cases of Truancy.	2. Number of Visits.
HIGH.....	{ F. L. Owen, <i>Prin.</i> { Eliza R. Noyes...	52	48.1	47.2	97.1	0.7	0	15
ELIOT.								
A & B, Grammar..	{ A. T. Smith, <i>Prin.</i> { Ellen Clarke.....	46	41.8	39.2	93.8	0.5	0	7
C, D, Gr; A, Pr..	Ida J. Capen.....	32	28.2	26.3	93.3	0.5	0	19
B, C, D; Primary.	Eliza A. Sumner...	54	46.4	43.0	92.2	0.5	0	39
	Total.....	132	116.4	108.5	93.1	0.5	0	65
PONKAPOAG.								
Mixed.....	M. O. Wentworth, <i>Pr.</i> Maggie J. Kailler..	46	40.3	38.6	95.8	0.4	0	8
CRANE.								
A, Grammar.....	C. H. Morse, <i>Prin.</i> ..	23	19.3	19.0	98.4	1.8	0	57
B, ".....	Ellen E. Kelley....	36	29.5	28.7	97.3	0.9	0	31
C, ".....	Lucie A. Hall... ..	39	37.1	36.4	98.1	1.0	0	29
D, ".....	Annie S. Mackintosh	46	41.5	40.0	96.4	1.4	0	48
A, Primary.....	Clara Hunt.....	55	51.8	50.4	97.3	0.8	0	32
	Ella M. Harrington							
B, ".....	Ella G. Richards...	46	41.9	39.8	95.0	1.1	1	47
C, ".....	Mrs. E. T. Capen..	45	42.6	40.5	95.1	1.0	2	16
D, ".....	Mary A. Seavey....	41	38.2	36.7	96.1	0.7	0	81
Massapoag.....	Amy A. Downes...	84	64.6	60.9	94.3	0.4	1	49
	May A. Sumner...							
	Total.....	415	366.5	352.4	96.2	1.0	4	390
YORK.								
Mixed.....	M. Lizzie Stanley..	15	12.1	11.0	90.9	1.0	1	10
SHERMAN.								
Mixed.....	Winifred F. O'Brien	34	27.1	25.0	92.2	0.2	0	17
REVERE.								
C, D, Gr; A, Pr..	Mary J. Lonergan.	29	26.7	25.3	94.7	0.4	0	8
B, C, D, Primary..	Lydia Leonard....	45	39.8	37.9	95.2	0.5	1	9
	Total.....	74	66.5	63.2	94.9	0.5	1	17
GRIDLEY.								
C, D, Gr; A, Pr..	Mary Scollard... ..	35	31.4	29.4	93.6	0.5	0	23
B, C, D, Primary..	Ellen M. Cronon...	51	42.5	39.2	92.2	0.4	0	32
	Total.....	86	73.9	68.6	92.9	0.5	0	55
	Grand Total.....	854	750.9	714.5	95.2	0.6	6	577

1 Whole No. Different Pupils means those not counted in any other school.

2 Including visits on public days, but not including visits of Superintendent.

Report of Attendance from September, 1885, to March, 1886.

SCHOOLS.	TEACHERS NOW IN SERVICE,	1. Whole No. of Different Pupils During the Year...	Average No. Belonging,— Fall and Winter Terms.	Average Daily Attendance.	Per cent. Daily Attendance.	No. Tardinesses, <i>pro rata</i> , of Average Attendance....	Cases of Truancy.....	No. of Visits.....
HIGH	{ F. L. Owen, <i>Prin.</i> { Eliza R. Noyes....	54	42.5	41.8	98.3	1.1	0	5
ELIOT.								
A & B Grammar...	{ A. T. Smith, <i>Prin.</i> { Ellen Clarke.....	48	36.5	34.0	92.2	0.4	0	3
C, D Gr., A Pr....	Ida J. Capen.....	32	30.8	27.6	89.6	1.8	0	32
B, C, D Primary...	Eliza A. Sumner	57	36.6	32.9	89.9	1.8	0	33
	Total.....	137	103.9	94.5	90.9	1.3	0	68
PONKAPOAG.								
Mixed.....	Mary O. Wentworth.	48	34.0	31.6	94.7	0.6	0	8
	Maggie J. Kailher...							
CRANE.								
A & B Grammar...	{ F. L. Keith, <i>Prin.</i> { Ellen E. Kelley...	59	28.6	27.8	97.2	0.8	1	16
C & D "	Lucie A. Hall.....	85	18.4	18.2	98.9	1.2	0	28
A & B Primary....	Ella G. Richards....	101	27.5	26.2	95.3	1.1	2	46
C & D "	Amy A. Downes.....	173	37.4	33.5	89.6	1.2	0	73
	Total.....	418	111.9	105.7	95.0	1.1	3	163
YORK.								
Mixed.....	M. Lizzie Stanley...	17	11.5	9.7	84.3	2.5	0	19
SHERMAN.								
Mixed.....	Winifred F. O'Brien.	48	26.7	24.4	91.0	0.2	0	10
REVERE.								
C, D Gr.; A Pr....	Mary J. Lonergan...	30	16.9	15.9	94.1	0.8	1	13
B, C, D Primary...	Lydia Leonard.....	47	17.6	16.7	94.9	1.3	1	13
	Total.....	77	34.5	32.6	94.5	1.0	2	26
GRIDLEY.								
C, D Gr.; A Pr....	Mary Scollard	36	26.5	24.9	93.9	1.1	0	27
B, C, D Primary...	Ellen M. Cronon....	55	30.2	27.6	91.4	0.4	0	46
	Total.....	91	56.7	52.5	92.6	0.7	0	73
	Grand total.....	890	421.7	392.8	93.1	1.2	5	388

1 Whole No. Different Pupils means those not counted in any other school.

2 Including visits on public days, but not including visits of Superintendent.

